



For Whom and From Whom: Student Career Support and Engagement

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Presentation at 2020 ACPA College Student Educators International, Nashville, TN



Land Acknowledgement

- Related to our mission of supporting and fostering learning through the generation and sharing of knowledge, ACPA-College Student Educators International would like to acknowledge that the land we are meeting on today is the original homeland of the Cherokee, Chickasaw, Shawnee, & Yuchi tribal nations. We acknowledge the painful history of genocide and forced removal from this territory, and we honor and respect the many diverse Indigenous peoples still connected to this land on which we gather.
- Today, we acknowledge the practices of settler colonialism within the United States and uplift Native perspectives into our ways of thinking.



What brings you here?

Who works in career services? residence life? orientation? Other functional areas?



Outline

- Theoretical Framework
- Outcomes
- Literature
- Data & Measures
- Findings & Summary Discussions
- Discussion
- Implications
- Q & A



Session Outcomes

- Attendees will be able to describe trends associated with students' race, sexual orientation, ability, or gender in regard to their career development processes
- Attendees will be able to reflect on their own practices in relation to students' use of career development
- Attendees will be able to develop strategies to improve how they provide career development at their home institutions



ACPA/NASPA Competencies

- Advising & Supporting
 - “Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences” (ACPA & NASPA, 2015, p. 36).
- Social Justice and Inclusion
 - “Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one’s practice” (ACPA & NASPA, 2015, p.30).



Theoretical Framework

- The Cycle of Making Lifelong Commitments to Diversity & Inclusion
(LePeau, 2015)
 - Issues in Developing Partnerships
 - Pathways to Start Partnerships
 - Sustaining the Commitment to Partnerships



Literature

- The field of career services has evolved from that of job placement to counseling to a more comprehensive model of tailored support (Dey & Cruzvergara, 2014; Rayman, 1999; Vondracek et al., 1986).
- Resources offered range from passive programming on websites to large-scale job fairs as well as more individualized supports such as one-on-one advising meetings and small group trainings.
- A new era of scholars and practitioners have noted a need for holistic career development and to focus on emerging student populations. For example, we now see the importance of parental involvement (Stringer & Kerpelman, 2010) and more clearly understand issues the LGBT community faces regarding job obtainment (Schmidt et al., 2010; Scott et al., 2011).



Data

National Survey of Student Engagement (NSSE)

- Collects information about first-year and senior students' experiences with learning opportunities at four-year baccalaureate institutions
- Appended item set for 2018



Respondents

7,589 first-year and senior students

- LGBTQ (11%)
- POC (36%)
- female (70%)
- disability (12%)

38 Institutions across US

- 7 HBCUs
- 8 Public
- 20 Bachelor's, 15 Master's, 2 Other, 1 Doc
- 26 under 2,000 students



Measures

During the current school year, about how often have you talked about career interests with the following people?

(1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)

Item	Mean	SD
Family members	3.3	0.8
Academic advisors	2.5	1
Career Services staff	1.8	0.9
Other student affairs staff (housing, student activities, etc.)	1.7	0.9
Other students	2.9	0.9
Religious leaders	1.5	0.9
Professionals in the field	2.3	1



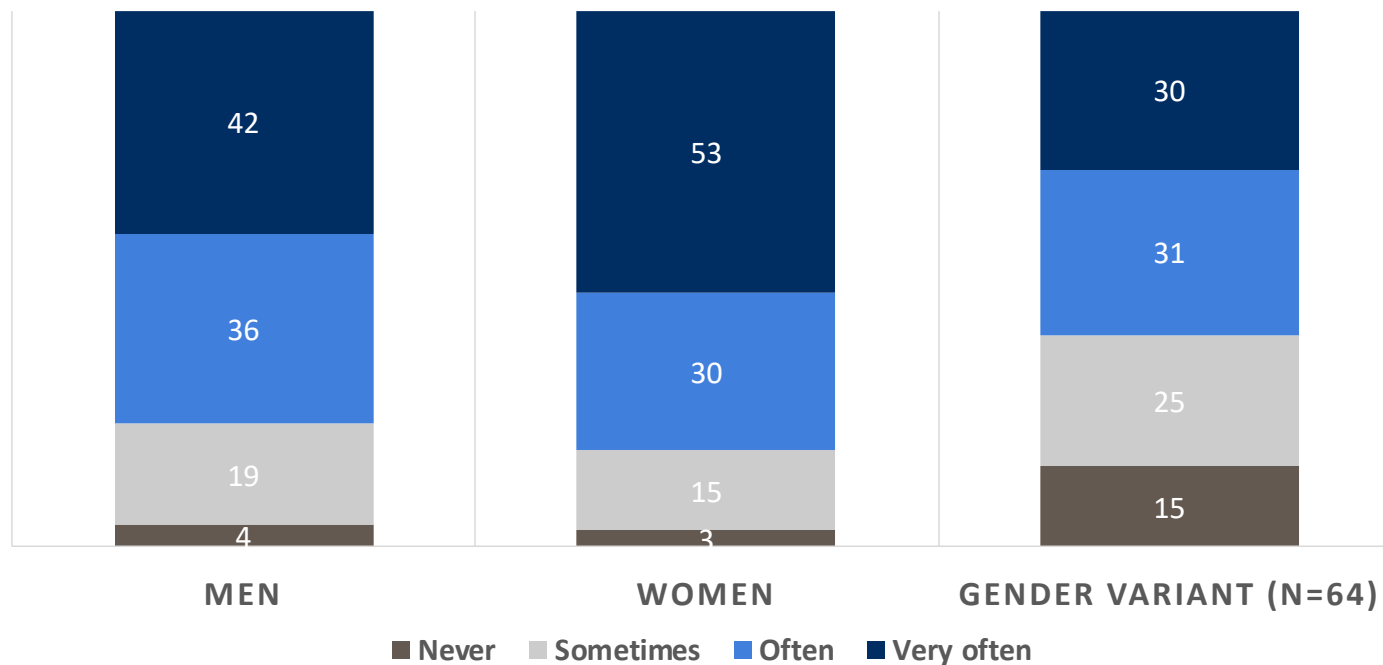
Measures

**During the current school year, about how often have you done the following?
(1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)**

Item	Mean	SD
Attended a career fair	1.8	0.9
Attended a talk or panel discussion about careers	1.7	0.9
Used resources (videos, software, books, etc.) from career services to learn about careers	1.9	1
Interviewed or shadowed someone in a career	1.9	1.1

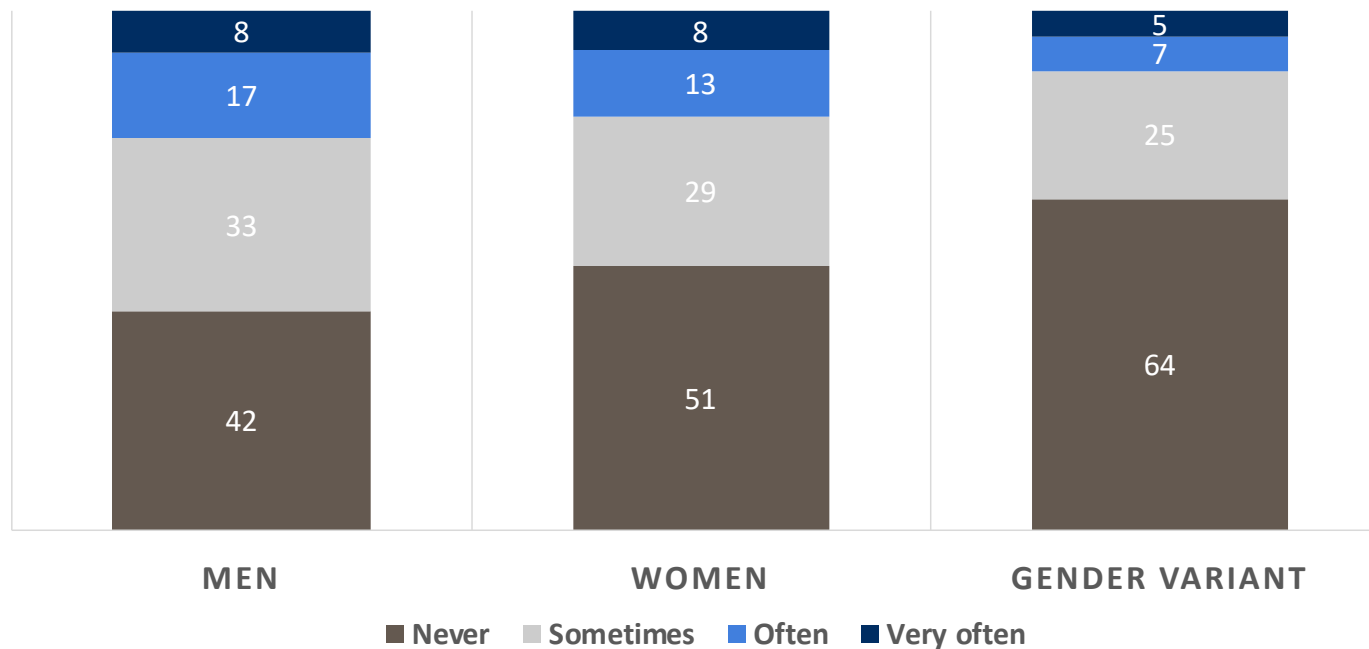
Gender Identity: How often have you talked about career interests with the following people?

Family members

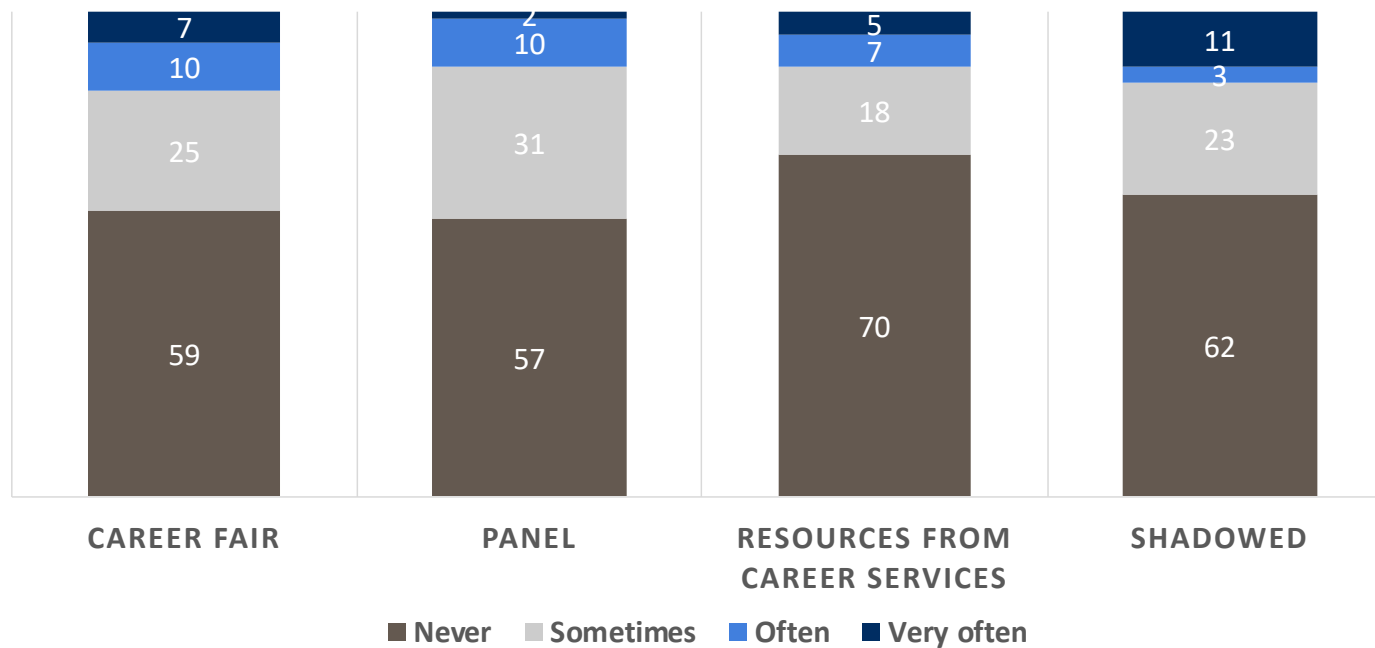


Gender Identity: How often have you talked about career interests with the following people?

Career Services Staff



Gender Variant Students: How often have you done the following?



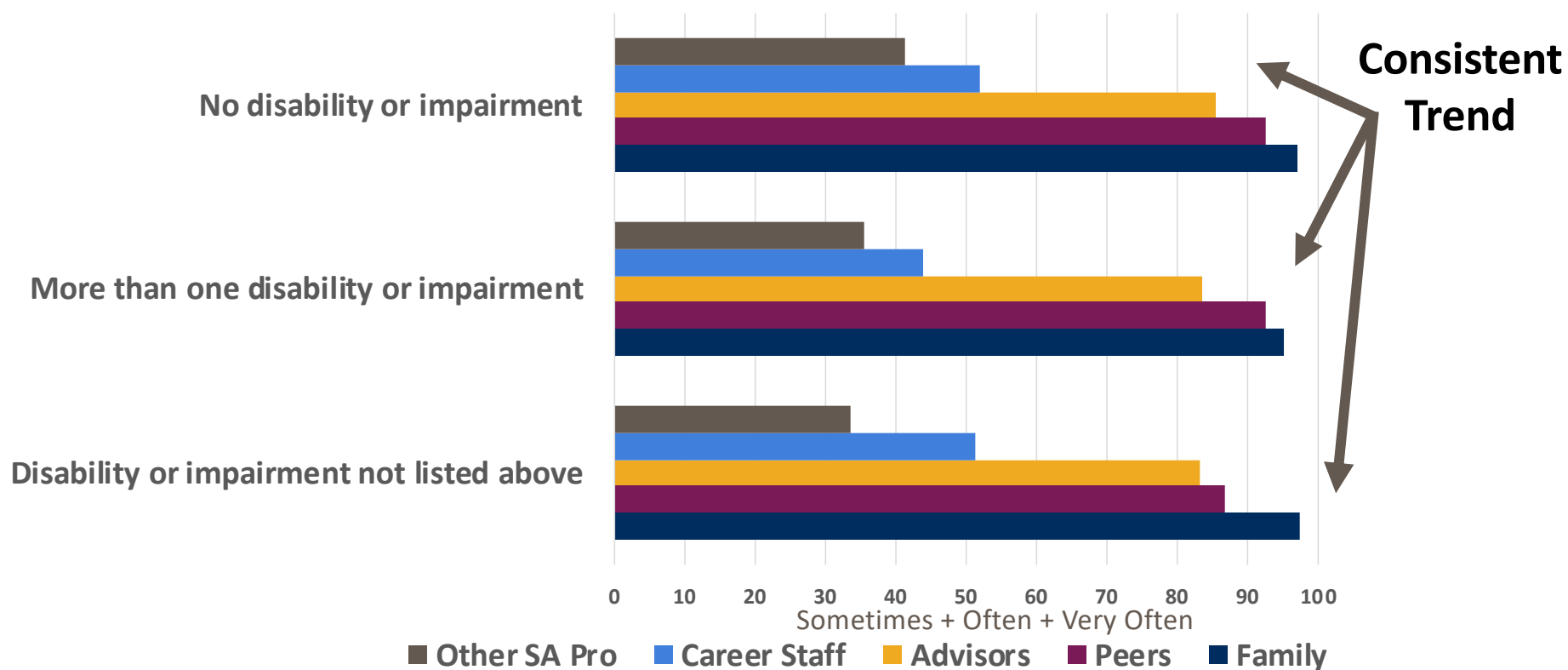


Summary

- Students who identify as gender variant rely on family members as well as career staff less often than peers
 - These students also attend panels the most of career opportunities
-
1. What are career resources we can make available for gender variant students?
 2. How might the lack of use reflect our environments?

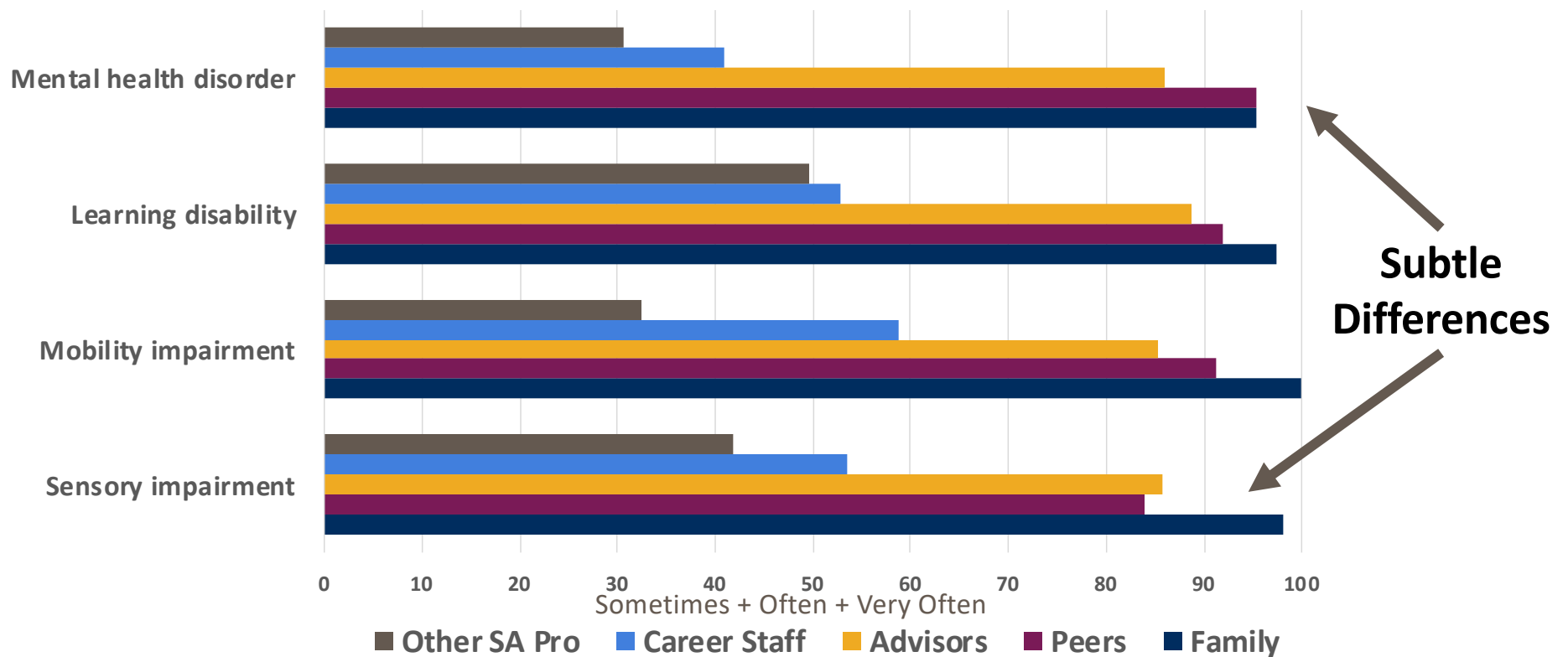


Ability: How often have you talked about career interests with the following people?

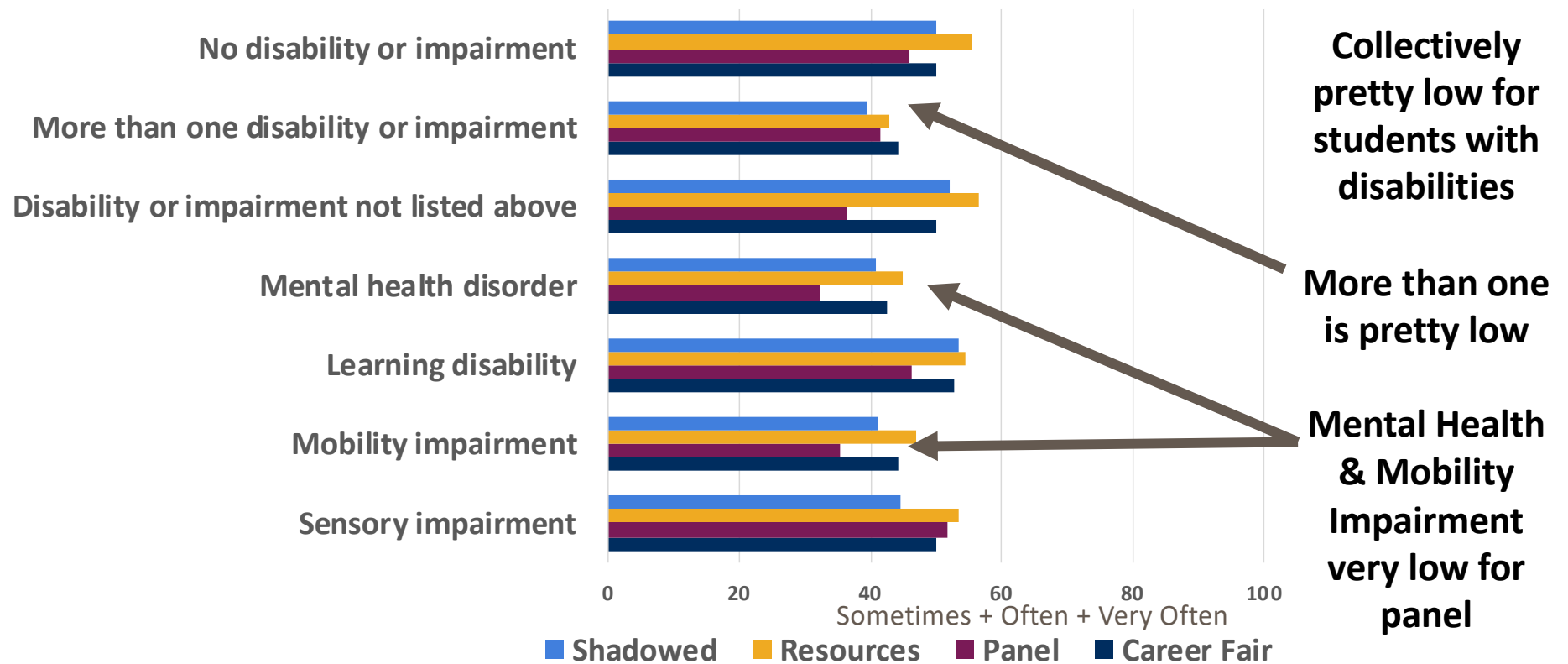




Ability: How often have you talked about career interests with the following people?



Ability: How often have you done the following?





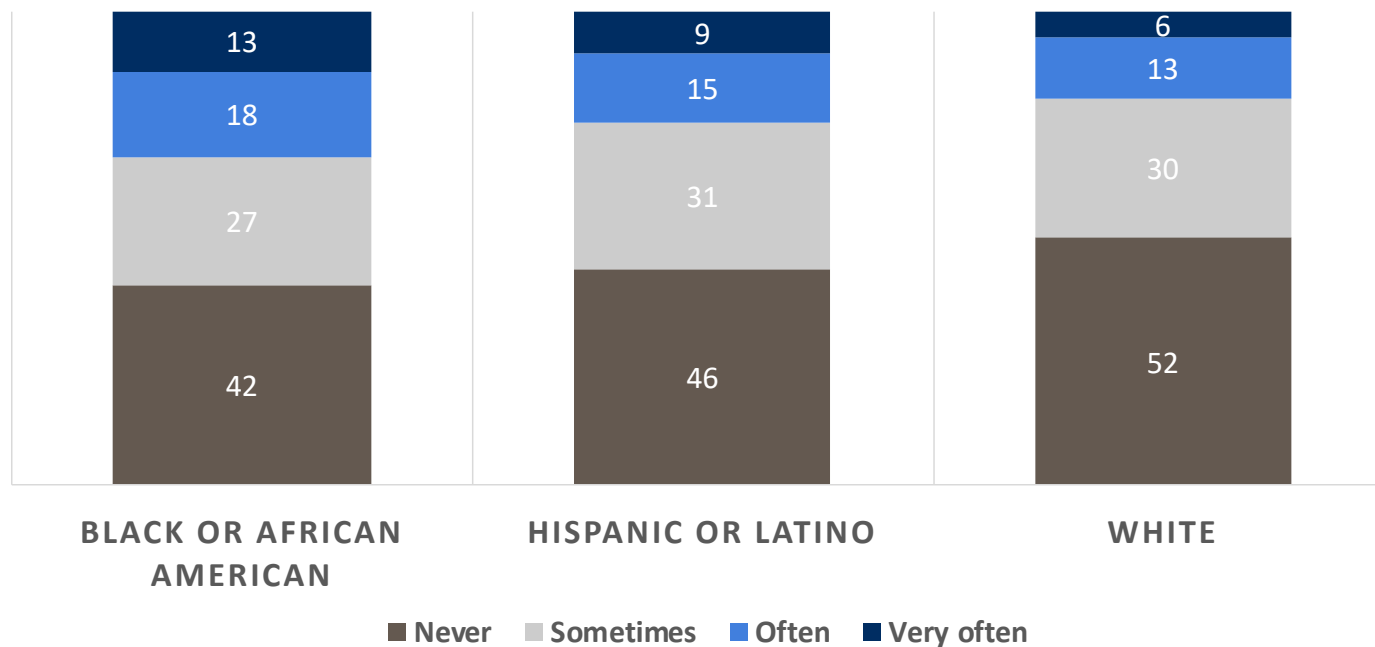
Summary

- Students with & w/o disabilities tend to speak with their family then peers the most about career development
- Students reporting mental health disorders speak to their family and peers about the same
- Students with mobility impairments & mental health disorders report attending panels the least

1. Why might these patterns exist?

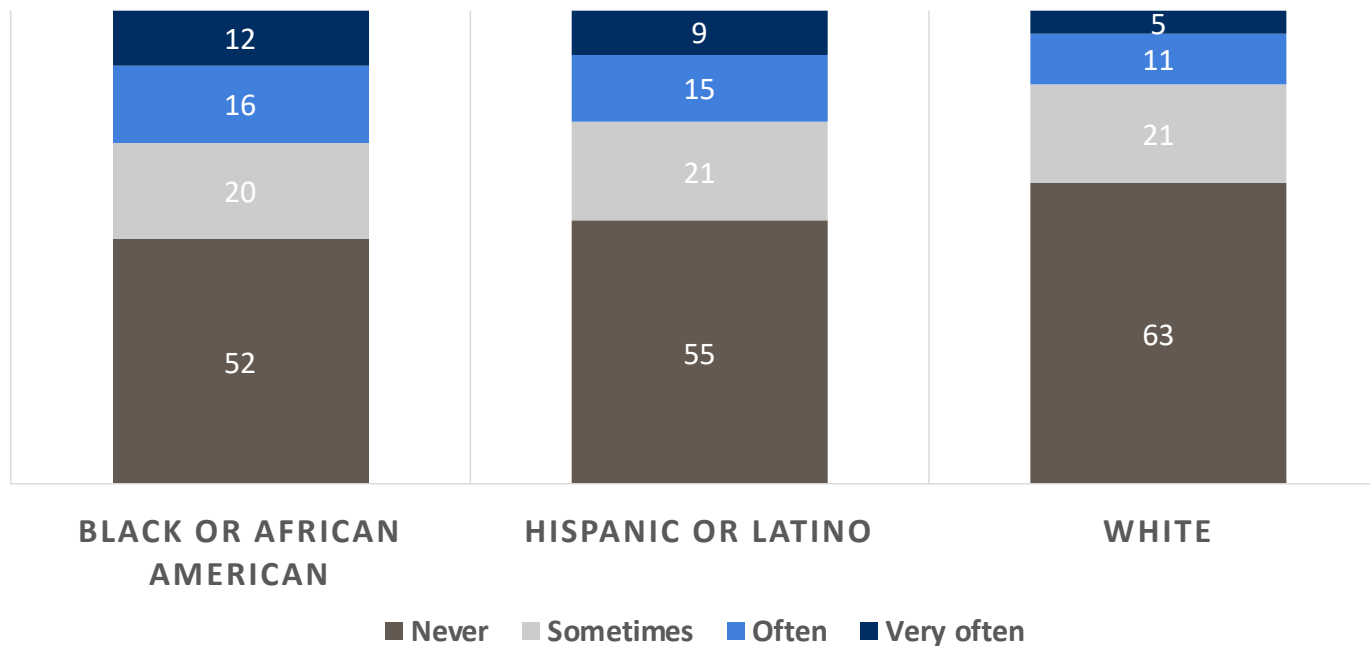
R/E: How often have you talked about career interests with the following people?

Career Services staff



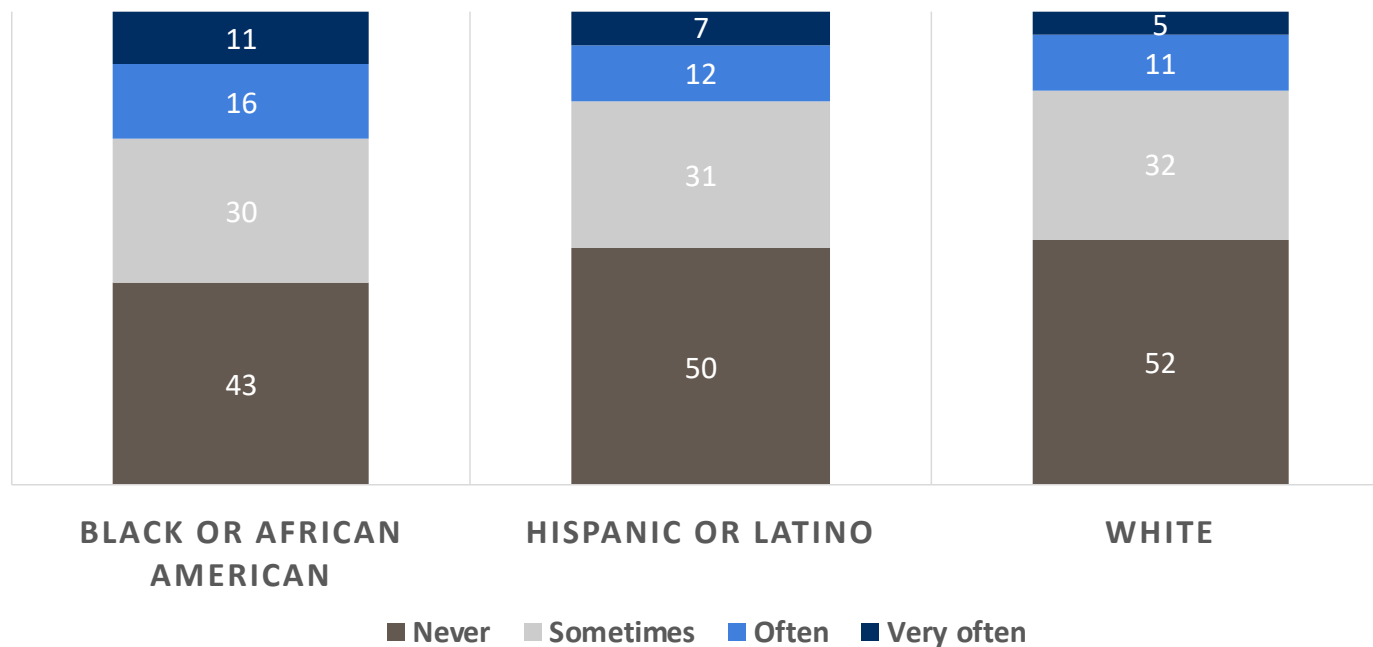
R/E: How often have you talked about career interests with the following people?

Other student affairs staff



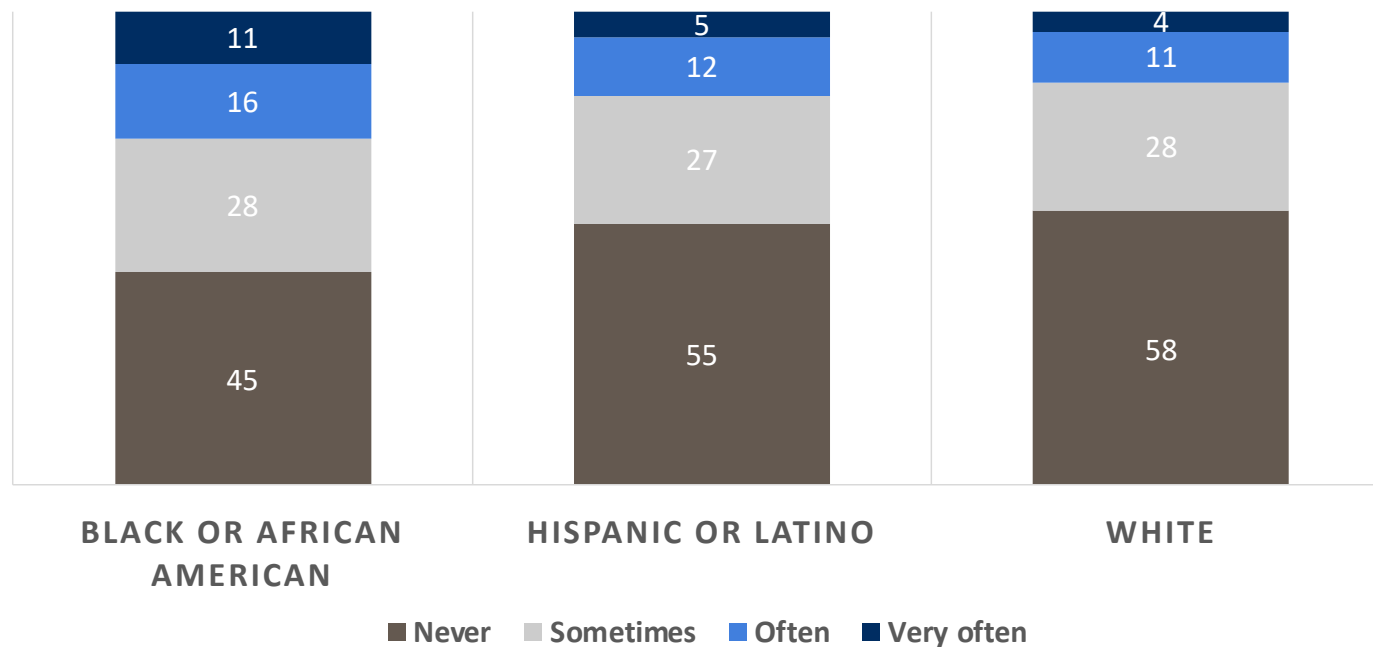
R/E: During the current school year, how often have you done the following?

Attended a career fair



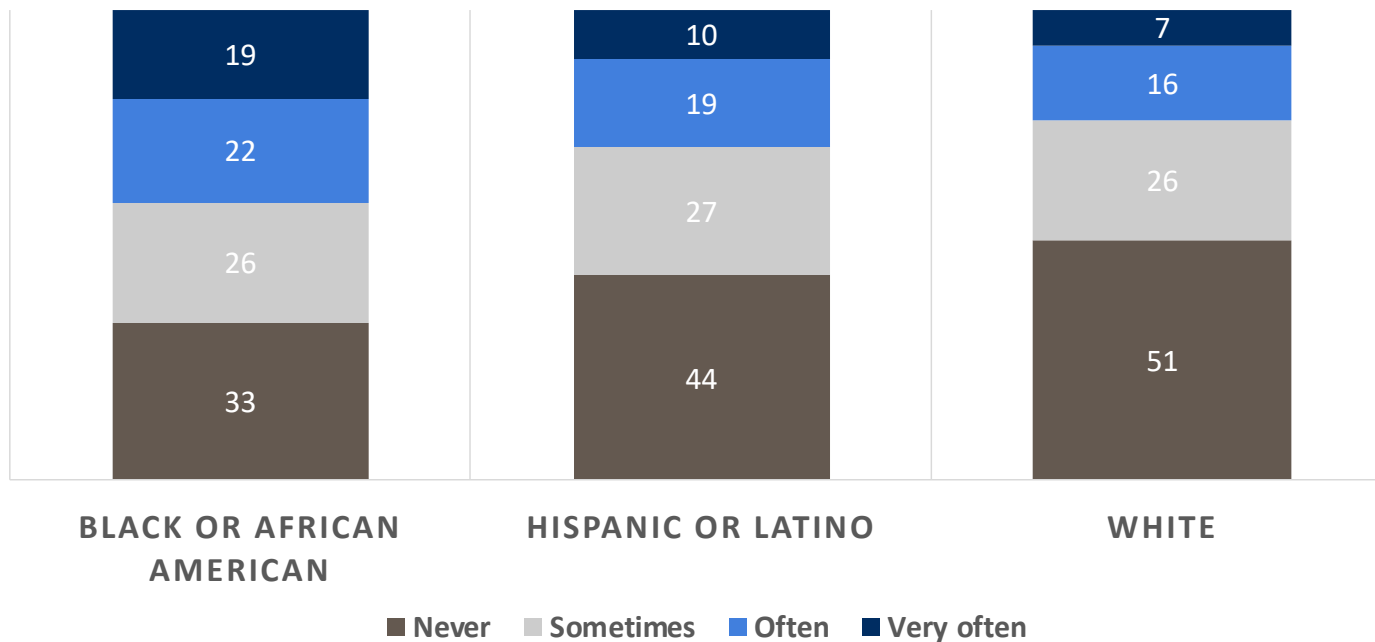
R/E: During the current school year, how often have you done the following?

Attended a talk or panel discussion about careers



R/E: During the current school year, how often have you done the following?

Used resources (videos, software, books, etc.) from career services to learn about careers





Summary

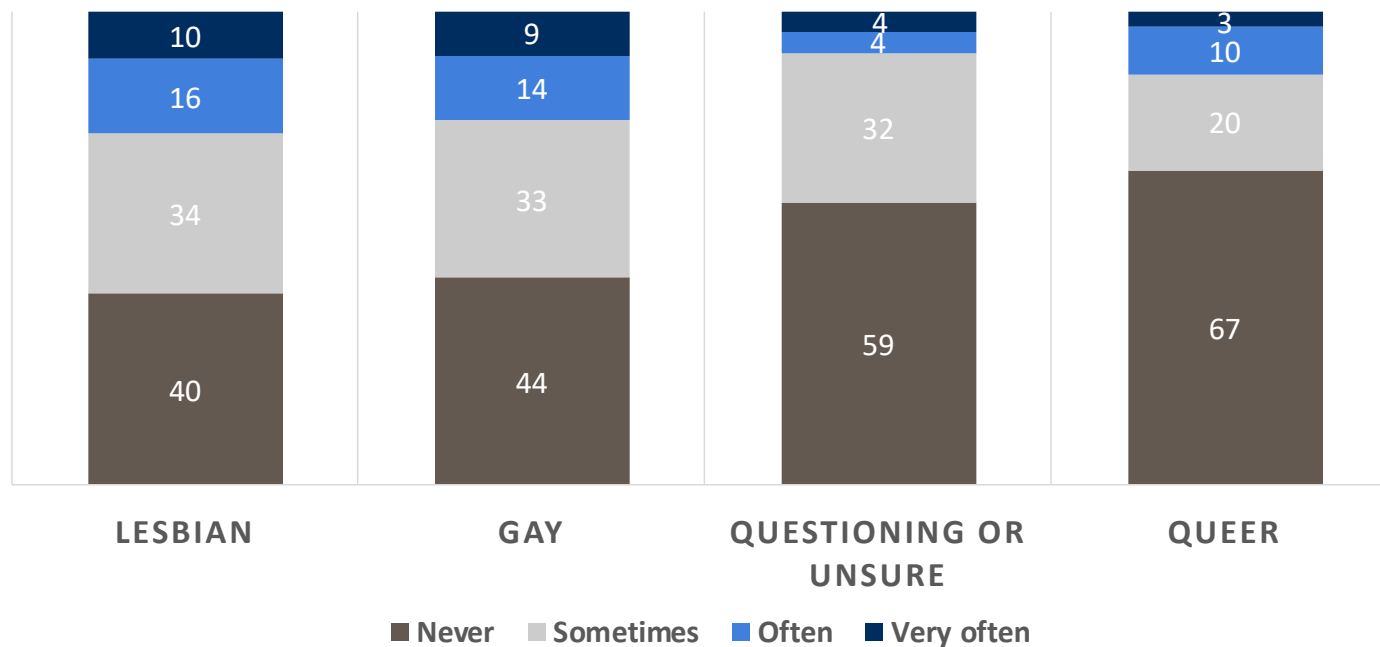
Black or African American students tend to talk with campus actors about careers most often

Black or African American students tend to use campus career resources most often

1. HBCU effect? Or compensatory effect?
2. What about Hispanic/Latino students (middle)?

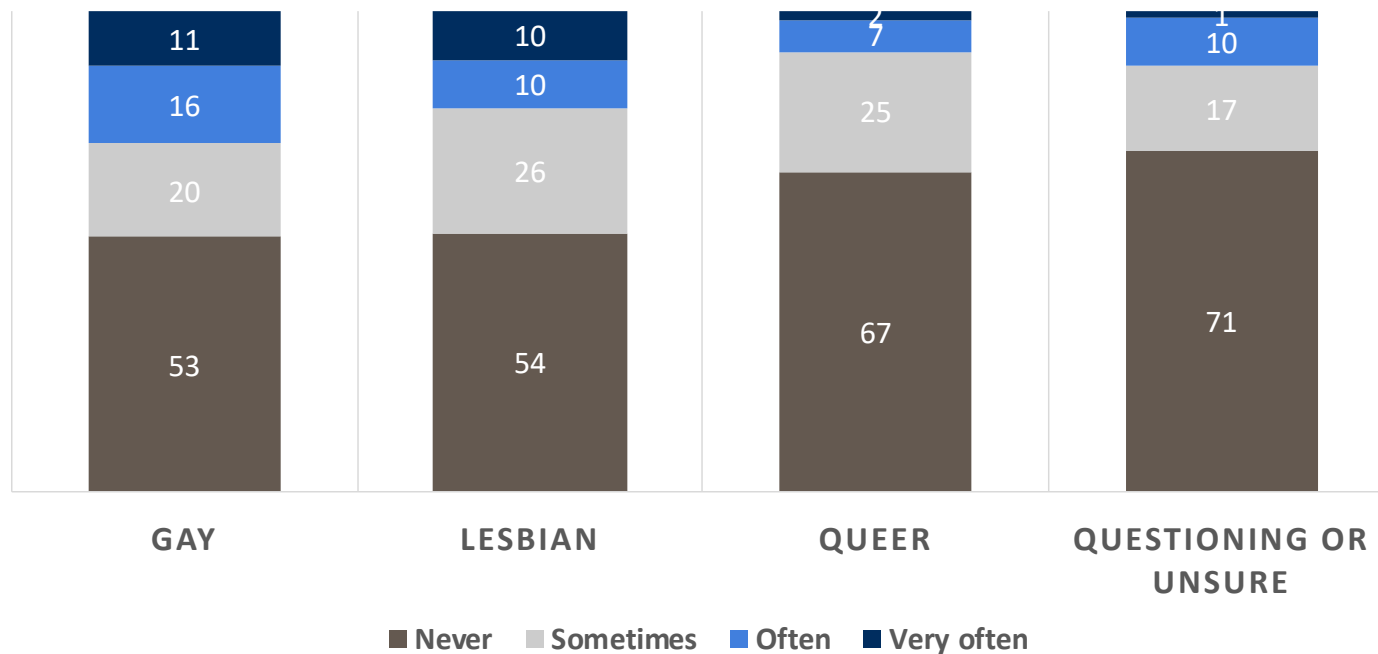
Sexual Orientation: How often have you talked about career interests with the following people?

Career Services staff



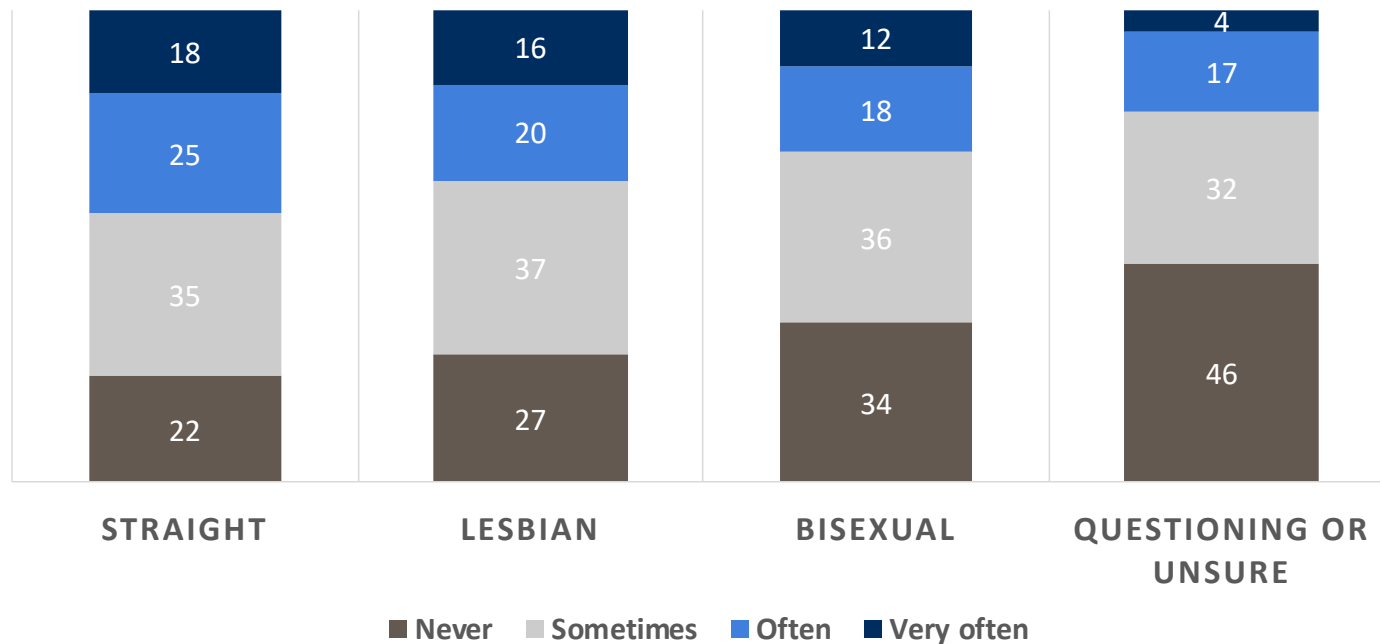
Sexual Orientation: How often have you talked about career interests with the following people?

Other student affairs staff (housing, student activities, etc.)



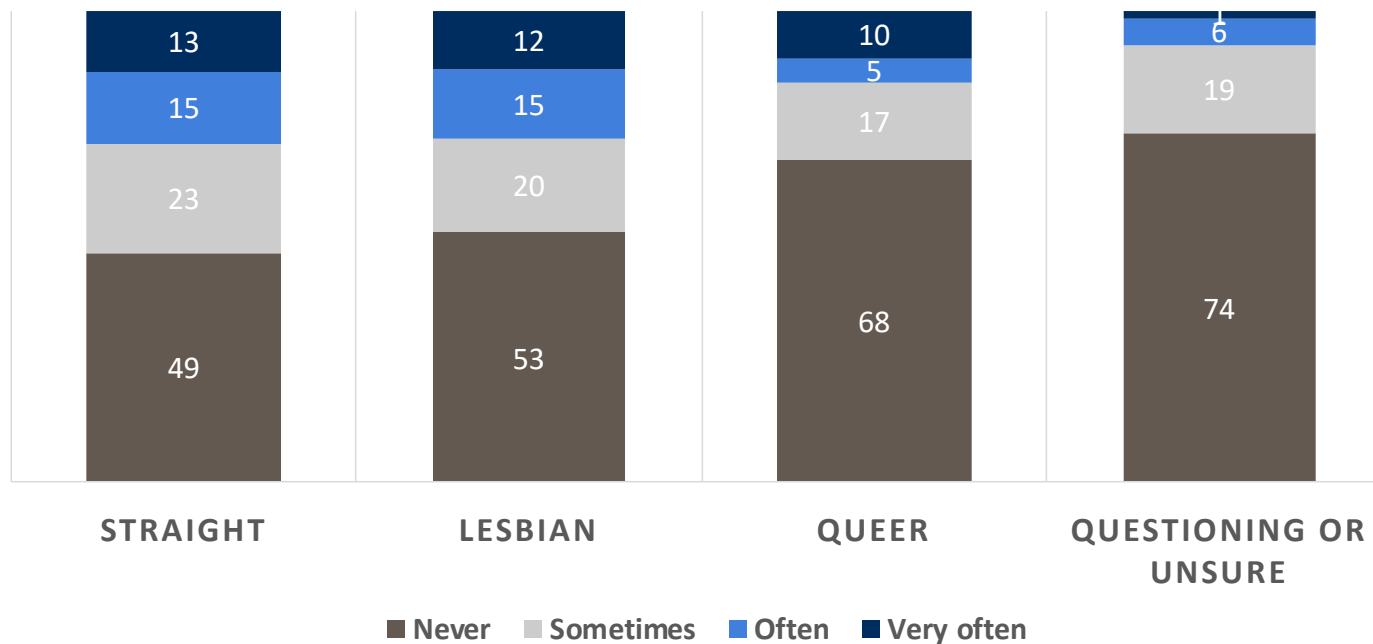
Sexual Orientation: How often have you talked about career interests with the following people?

Professionals in the field



Sexual Orientation: During the current school year, how often have you done the following?

Interviewed or shadowed someone in a career





Summary

- Gay and lesbian students tend to talk with campus actors about careers most often.
- Straight and lesbian students tend to engage (talk to, shadow, or interview) professionals in the field most often.
- Queer students and students questioning their sexual orientation are less likely to talk to or campus actors or engage with professionals in the field



Caveats

- Spectrum of identities – we only examined a fraction & cannot speak on behalf of entire populations; confined by survey response options
- Institutions self-select to partake in NSSE – affecting representativeness given not every type of institution was surveyed
- Student populations vary within institutions – the sample could differ in size and students represented
- Student motivations for participating in career development opportunities



Discussion

1. What are ways we can embed diverse students' needs into career development practices?
2. How might the results shape current or future collaborations between career services and the rest of your campus?
3. Who are the constituents that we need as accomplices to create sustaining change to improve career services for small pops?
4. How are we education campus partners on needs of different groups so they feel supported?



Implications & Future Research

- Continuing to build campus partnerships specifically the ones that are also integral in career development (in addition to career services)
- Meeting students on their own terms
- Innovative forms of engagement e.g., leveraging new technologies
- Future research: understand industry + practitioners' perspectives to the end of their efforts to engage marginalized students' needs
- What other findings would be useful to your practice?



Final thoughts and questions?

Thanks for joining us!

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Session Evaluation

Please provide feedback on this session by completing the online evaluation.

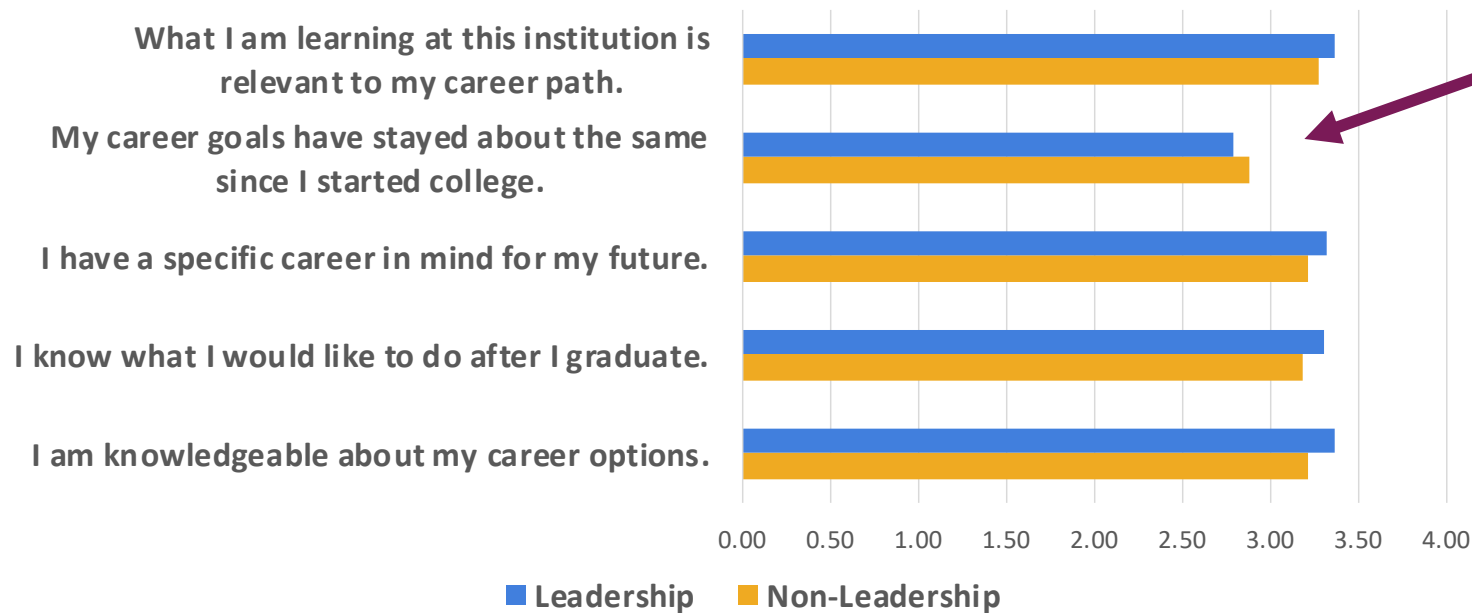


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https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf
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- Stringer, K. J., & Kerpelman, J. L. (2010). Career identity development in college students: Decision making parental support, and work experience. *An International Journal of Theory and Research*, 10(3), 171-200.
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Bonus Slide: Student Leaders

How much do you agree or disagree with the following statements?
(SD-SA)

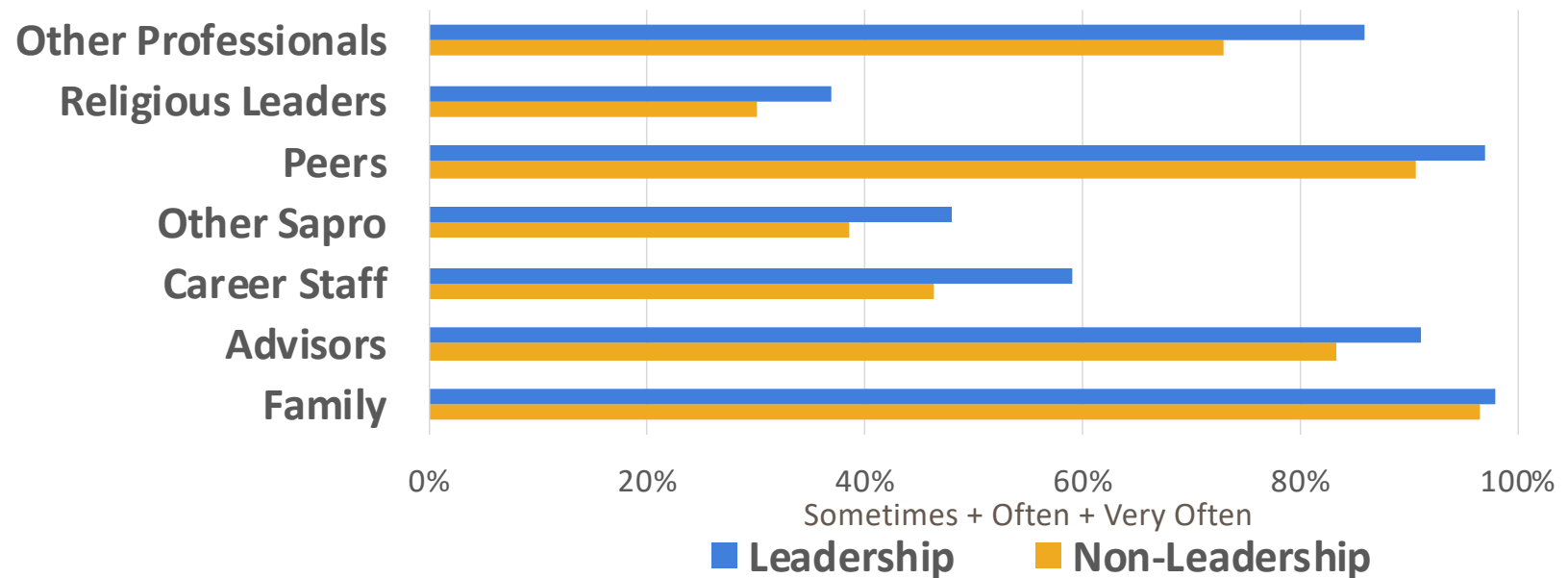


**What's
happening
here?**

**Discovering
the field of
SA?**

Bonus Slide: Student Leaders

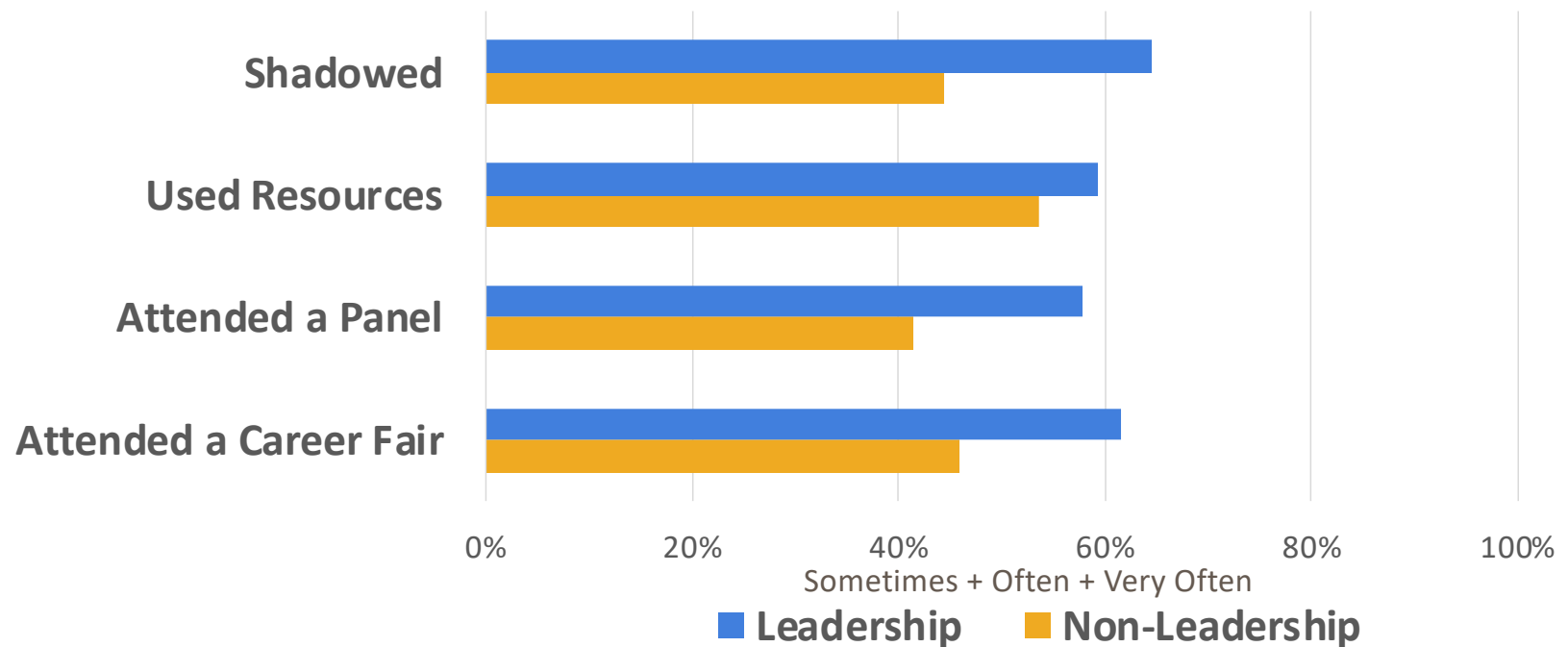
How often have you talked about career interests with the following people?





Bonus Slide: Student Leaders

How often have you done the following?



Bonus Slide: Demographics

Variable	Response	Count	Percent
Sexual orientation	Straight (heterosexual)	6372	84
	Bisexual	407	5
	Gay	87	1
	Lesbian	90	1
	Queer	61	1
	Questioning or unsure	69	1
	Another sexual orientation, please specify	101	1
	I prefer not to respond	374	5
Disability	A sensory impairment	56	1
	A mobility impairment	34	0
	A learning disability	262	3
	A mental health disorder	195	3
	A disability or impairment not listed	113	2
	More than one disability or impairment	207	3
	Prefer not to respond	305	4

Variable	Response	Count	Percent
Gender Identity	Man	2202	29
	Woman	5200	69
	Another gender identity	64	1
	Prefer not to respond	100	1
Race/Ethnicity	American Indian or Alaska Native	27	0
	Asian	167	3
	Black or African American	1026	18
	Hispanic or Latino	652	11
	Native Hawaiian or Other Pacific Islander	26	0
	White	3224	56
	Other	6	0
	Foreign or Nonresident alien	212	4
	Two or more races/ethnicities	154	3
	Unknown	280	5